



MEMORANDUM

TO: Indiana Educators

FROM: Susan Kertes, Assistant Director, Office of School Leadership Development

DATE: January 16, 2009

SUBJECT: *IPLA Today* video professional development series

The Indiana Department of Education is pleased to inform you that its Indiana Principal Leadership Academy online streaming video professional development series, *IPLA Today*, has released a new segment, *The Importance of Literacy Instruction in Secondary Schools*.

For viewing, please visit www.doe.in.gov/ipla and click on the *IPLA Today* link.

Episode Information

Segment Title: *The Importance of Literacy Instruction in Secondary Schools*

Segment Guest: Judy Jenkins,
Coordinator of Secondary School Redesign
Indiana Department of Education

Program Description:

Historically, teachers in our secondary schools considered the teaching of reading to be the responsibility of elementary teachers. As secondary schools look at how their schools must change, they will have to create a learning environment that supports literacy. Even students who are proficient readers when they leave elementary school need strategy instruction in reading to become proficient adult readers. Literacy instruction at the secondary level is every content teacher's responsibility. Content textbooks are organized differently. Content vocabulary is best taught by the content teacher who has a deep understanding of the terms. It is also important for students to see their teachers as "readers".

In order to help our schools continuously improve, today's educational leaders must help teachers think differently about their responsibilities. To that end, middle, junior and senior high school teachers must embrace the idea that they are the ones who can best teach students how to read and understand their content. Reading/literacy instruction does not end when a child is ten years old; it must continue and be reinforced throughout the child's entire schooling.

Program Outcomes: After viewing this segment, viewers will

- differentiate between learning to read and reading to learn.
- understand that textbooks are organized differently and content teachers must help students how to read their textbooks.
- recognize that content vocabulary should be taught by the teacher who best understands the terminology and will be using it in his/her classroom.
- realize strategies for teaching literacy are not passive, but actively engage students in the process.
- acknowledge the importance of having accessible intervention programs that accelerate the reading skills of struggling readers.